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| Lesson Title: | | Blogging | | | | | | | | | |
| **Teacher:** | Kimberly Hetrick | | **Hour:** | | 6th Period | | | | | | |
| **Week:** | December 5, 2010 | | **Date:** | | December 6-7, 2010 | | | | | | |
| **Unit:** | The Hunger Games | | **Target Grade Level: 8th** | | | | | | | | |
| **Course:** | Language Arts | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Write and justify a personal interpretation of literary text. (8RWC3.2; b; DOK3-4) |
| **Criteria for Success:** | Students will learn to construct their own blog, evaluate The Hunger Games, draw conclusions and write their reflection on the blog. |
| **Progression of Learning:** | Students will learn how to create a blog and link it to the class wiki. |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Ideas and supporting details in informational texts are organized for the class audience. (8RWC3.2) | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | Invention (for example, but not limited to: creativity, innovation, integration of ideas)  **Creativity and Innovation**   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:   |  |  | | --- | --- | | a. | apply existing knowledge to generate new ideas, products, or processes. | | b. | create original works as a means of personal or group expression. | |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| Oral class discussion of The Hunger Games – characters, themes, plot |  | Student created blogs and student responses to classmates’ blogs |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| Each student was required to create their own blog and written reflection, but students were able to choose to work independently or with a partner. Students were encouraged to revisit Hunger Games wiki site to see examples of other blogs. |  | The purpose of reflective writing is to give students an opportunity to examine his/her learning experience, integrate it, and make it relevant for own purposes. A reflection is NOT the same thing as summarizing. Only summarize the content of the material or experience when it is necessary for the reader to understand what you are saying and the comments you make. |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Projector to demonstrate how to create a blog using EduBlog.  Step-by-step handout for creating a blog for students to follow independently. |  | The Hunger Games and Study Guide.  The Hunger Games wiki site. |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| Comparing to each other, students may assess progress with creating blog and pacing for writing reflection. |  | Expectations of students:   1. Follow instructions and create individual blog. 2. Reflect on your reading experience of The Hunger Games. 3. Write the reflection on blog and post blog. 4. Read other students’ blogs and write responses. |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| Seated chart in the computer lab to create best learning environment. |  | What is a blog?  Why are blogs used?  How does one create a blog?  How often does one blog?  What is a reflection?  How does a reflection differ from a summary? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| Frequent “check –ins” by teacher to ensure students are progressing successfully through steps. |  | Blog  Reflection  Summary  Wiki |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| Students not able to complete the entire assignment in two class periods, will come in at lunch the following day to work 1:1 with teacher. |  | Demonstrate how to create a blog using classroom projector.  Offer simple step-by-step directions with pictures. |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | How many of you have ever read a blog? Written a blog? Responded to a blog? | 5  Day 1 |
| **Introduction** | “Blogs in Plain English”  http://www.youtube.com/watch?v=NN2I1pWXjXI | 10  Day 1 |
| **Direct Teaching** | A blog is a log of news on the web  Benefits of a blog – write and publish, you become a reporter  Blogging has changed how and when news is published. Being able to understand and demonstrate ability to communicate using 21st Century skill sets is essential to personal and professional success.  Demonstrate how to create a blog. | 20  Day 1 |
| **Guided Practice** | Reflect and discuss You Tube video.  Clearly state student expectations for time in computer lab. | 15  Day 1 |
| **Feedback** | Students work in computer lab and support each other.  Teacher roams around room as students are creating blogs and writing reflections. Offer support as needed. | 45  Day 2 |
| **Independent Practice** | Student questions and answers about creating a blog.  Go to computer lab and create blog, write reflection, read and respond to other reflections. | 45  Day 2 |
| **Closure** | We learned what a blog is; why blogs are used; how blogs have changed communication in the 21st century; and students created blog and wrote a reflection on our novel study, The Hunger Games. | 5  Day 2 |